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THE COURSE IN COMMUNITY LIFE, HISTORY, AND
CIVICS IN THE UNIVERSITY ELEMENTARY
SCHOOL, THE UNIVERSITY OF CHICAGO

Prepared by

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IV. *The relation of England to the expansion of Western Europe.*
—This, the last unit in the year's work, also takes about twelve weeks' time. It is presented in a series of problems that aim to develop the sequence of causes and events that made possible the period of exploration and discovery. The thread of European history is followed as far as possible through the development of events in England. The movement toward commercial expansion is traced from Italy, Portugal, and Spain to England, which finally, after the defeat of the Spanish Armada, gained supremacy of the seas and thus prepared a way for the colonization of America.

The expansion of Western Europe and the part England took in it is introduced by the study of life in England and Western Europe at the close of the Crusades. Ideas of the extravagant manner of living on the part of the clergy and the nobles and of the improved condition of the common people that led to a desire for better food and clothing are brought out through reading the text. In answer to the questions, What were these articles which were so necessary to the comforts of the people? and From where did they come? the class finds that they include pepper, cinnamon, nutmegs, ivory, and silk, brought from Syria or Egypt. The question as to where the merchants in Syria and Egypt got the products is now considered, and again the class, referring to the text, finds that India and China were the sources of wealth. How, then, did the merchants of Syria and Egypt get these products?

On a physical map of Asia the routes which the early traders would have been likely to follow are traced. After the reasons for selecting these routes are given, a map showing the oriental and occidental trade routes is studied and comparisons are made. This leads to the discussion of the advantages, disadvantages, and means of travel over each route. The modes of travel are made clear by means of pictures, and comparisons are made with modern modes of travel. The class now works out the trade routes through and around Europe.

The question then arises as to where the merchants sold these products; and a review study of fairs and markets, towns, merchants, and merchant guilds follows. The location and information concerning the towns in England and Western Europe at that time are found in the text. The reasons for the location of the towns, why the people collected in towns, what made a town grow, and which cities led in commerce are problems worked out by the class. Through their earlier study of the Crusades the pupils have seen that Venice, Genoa, and Florence were the most active cities, and that Italy took the lead in commerce. What, then, did this mingling of the people of Italy with the other countries do for Europe? is the problem considered. The points brought out are: that she was the teacher of the other countries of Europe; that her intelligence initiated and guided much of the work; that her educated men from Venice, Genoa, and Florence emigrated to other lands and carried with them science, skill, and ingenuity unknown except in Italian cities; that Italian mathematicians made calculations on which all navigation was based; that Italian shipbuilders designed and built the best vessels of the time; and that Italians contributed to the increase of geographical knowledge.

The prices of the products brought from the East are considered. Why were the prices three times greater in Alexandria than in Calcutta, and incense five times more costly than in Arabia? are problems which lead to the great question of how trade and commerce led to exploration and discovery. By referring again to the study of the routes, the means of travel, the great distance from which the goods were brought, and the cost of loading and unloading the produce, some of the reasons for the high prices are

understood. These high prices explain in a measure the eagerness of the Europeans to find a way by which they could go directly to the Indies for pepper, cinnamon, nutmegs, ivory, and silks. Through the reading of Marco Polo's travels in the Far East the class learns that the desire of the Europeans to reach the East more directly was increased. Later it is found that this desire became imperative when the Turks had destroyed the commerce of Italy with the Levant. The class now turns to the study of the great inventions that augmented the desire for travel and trade. These include the compass, the astrolabe, the printing-press, and gunpowder. A discussion of the effect of these inventions upon trade leads to a consideration of the probable all-water route to India, and the countries leading in the search. What part did Portugal take in the early search for a water route to India? The answer is found in the work of Prince Henry the Navigator and Vasco da Gama. The following questions are considered:

1. In what way was the work of Prince Henry profitable?
2. What did Vasco da Gama's voyage do for Portugal?
3. In what way would this direct route benefit Portugal?
4. How would it benefit Western Europe?
5. How would this affect the cities of Genoa, Venice, and

Florence?

In finding out Spain's share in discovering this all-water route to India, the study is centered about Columbus and Magellan. Something is learned of the early training of Columbus, his ideas, his difficulties in getting support, his voyages, the results of these voyages, his later life, and his death. From this information, the pupils work out the probable effect of the voyages of Columbus upon Europe. The following questions are asked.

1. Why was Spain disappointed with the voyages of Columbus?
2. What effect did the voyages have upon the other countries of Europe?
3. Why was it that the people of Europe did not appreciate the greatness of Columbus' discovery?

In taking up Magellan's voyage the question given the children for study is, Why are historians agreed that it was the greatest

voyage in the history of mankind? The class finds an answer by tracing the routes and studying the points Magellan's voyage proved, viz.: that the earth was round; that two great oceans, instead of one, lay between Europe and Asia; and that the Indies which Columbus had found were really a new world, separate from Asia. Finally, the effect of the voyage upon Spain and Western Europe is discussed. Just enough time is given to the study of Cortes and De Soto to show what Spain was doing in the New World.

England's part in the early discoveries is shown through the study of Cabot's voyage. The point brought out here is that the English did not follow up Cabot's voyage by sending out more men. This leads to a brief study of the important changes that had gradually taken place in England during the period following the Crusades. Through reading and discussion the class is led to see that after the Hundred Years' War and the War of the Roses the power of the English king had become enormously stronger and the middle classes in both town and country had steadily become more important in the affairs of the country. The petty warfare and turmoils of the barons had practically ceased, thus giving a period of prosperity and general progress, especially to the merchant and land-holding classes. The inclosures following the Black Death, however, and the changes in the country districts fell heavily upon the peasant classes. This time also marks the era of the "new learning" in which England, because of her trade with the countries of the Continent, learned much regarding art, literature, geography, science, and religion.

The Reformation movement is studied by centering it about Martin Luther and Henry VIII. The topics brought out in the study of Martin Luther are: his early life, his defiance of the church at the Diet of Worms, his translation of the Bible, and his protestants. Through the part taken by Henry VIII in the religious revolt, it is shown that England was too busy with the Reformation movement to follow up Cabot's voyage with other expeditions at that time.

In order to learn how the English were eventually able to outstrip the Spaniards and colonize America, a few of the important

events in the history of Europe during the sixteenth century are briefly studied. Through reading and discussion the class is led to see why there was religious persecution in England and on the Continent, why the Netherlands revolted against Spain, and why the English helped the Netherlands in their revolt. What was the effect of all this strife upon Spain's power in America? Who was Spain's greatest enemy? How did she plan to destroy the English? How did the English outwit her? These questions lead to a study of Hawkins and Drake. Through the study of these men the class sees that England had not been sleeping while Spain was exploring, but that she had been building a navy. Her bravery was beginning to be shown in her attempts to plant colonies in America under the leadership of Raleigh. Finally, the defeat of the Spanish Armada is shown to mark the decline of Spanish supremacy and the rise of English power. England, as mistress of the seas, was able to send to America exploring and colonizing expeditions.

Throughout the study the tendency in method is to arouse and keep alive the feeling that the movements in this expansion to America are of real concern to us. Whenever possible, the events of a lesson are connected with present-day conditions. This not only gives perspective to present-day life, but vivifies the far-off events. Maps are essential in this work. The physical map is used in working out the probable routes followed by the traders, while outline maps are used in tracing the routes of the various explorers. Later in the study the outline map is used to test the knowledge of the children. Pictures are also used extensively to make clear the situations. Children are interested in men who love adventure and men who are leaders in great movements, and for this reason the biographical method is used freely. This centers the great movements around a few great men.

The expression work for this unit of the expansion of England and Western Europe centers about the organization of the various phases of the topic for presentation at the school assembly. A collection is made of the products introduced by the Crusades, maps of the Venetian and Genoese trade routes are prepared, and narratives of the leaders of the "new learning," the story of inven-

tions, the account of Marco Polo's journey, the influence of the new learning in the rise of the towns, the discovery of the New World, etc., are all worked out into a unit showing how these aided in the expansion of Western Europe and led to the discovery and exploration of the New World.

The preparation of the program for the assembly gives an opportunity for the exercise of judgment in determining the main topics to be selected. It also provides a strong motive for the organization and review of the entire topic before beginning in the next grade the study of the colonization of America.

OUTLINE OF SUBJECT-MATTER

- I. Before England was England:
 1. Britain and its early people
 2. Britain as a Roman province
 3. How the Romans fitted Britain for conquest
- II. Britain during the Teutonic invasion:
 1. The German barbarians' contact with Romans
 2. The barbarians break the Roman frontier—Attila, the Hun; Alaric, the Goth; Clovis, the Frank
 3. The Angles, Saxons, and Jutes take Britain
 4. Legends of King Arthur and his Knights
 5. The invaders bring new ideas in religion, liberty, etc.
 6. Britain becomes Angleland or England—Egbert
 7. Christianity tames the English
 - A. St. Augustine and the missionaries
 - B. St. Cuthbert
 8. Alfred the Great and the Danes
 - A. Alfred's struggles, his army and navy, his schools, etc.
 - B. The Danes in England—viking plunderers, settlers
 - C. Danes in other lands—America, France
 9. The Normans take and rule England
 - A. William the Conqueror claims the throne
 - B. William defeats Harold at Hastings
 - C. William conquers the English—curfew law, forests, Doomesday book, scattered estates
 10. Results of the Teutonic invasions
- III. England during the feudal ages:
 1. The beginnings of feudalism, Danish raids, fighter becomes king
 2. Life of the castle
 - A. Castle as stronghold against invaders
 - B. Plan of castle—moat, wall, entrances, courts, keep, etc.

- C. Lord and vassal
- D. How people of the castle lived—dress, food, amusements, page, squire and knight, ideals of chivalry
- 3. Life of the common people
 - A. How regarded
 - B. How they lived—villages, houses, furnishings, food, etc.
 - C. How they tilled their lands, their fields
 - D. How they sometimes gained release from their masters
- 4. The church and the clergy
 - A. How the Christian church began
 - B. How Rome helped the church
 - 1) The common language—Greek and Latin
 - 2) The plan of organization similar to that of Emperor Constantine
 - 3) Church capital comes to be at Rome
 - C. How the church grew in strength
 - 1) The monks and their monasteries
 - 2) Services of monks to education and learning
 - 3) Missionaries—St. Boniface, St. Augustine
- 5. Richard the Lion Hearted and the Crusades
 - A. The Mohammedans and their lands
 - 1) Mohammed and his religion
 - 2) Charles Martel and the Franks save Europe at Tours
 - 3) Charlemagne continues conquest of Mohammedans
 - 4) His other conquests—Saxons, Lombards
 - 5) His Christmas present—the empire restored
 - 6) His strong government
 - 7) Why his empire had to fall
 - B. Mohammedans gain the Holy Land
 - C. Their treatment of the pilgrims
 - D. The preaching of the Crusades
 - 1) Urban II, Peter the Hermit
 - E. The crusading monks—Templars, Hospitalers
 - F. Richard goes on a Crusade
 - 1) His companions—their route to the Holy Land
 - 2) Quarrels with Philip of France
 - 3) How the Crusaders fought
 - 4) Saladin
 - 5) Capture and ransom of Richard
 - G. Other Crusades
 - H. Results of Crusades—new ideas, new ways of living, increase in trade, new conditions
- 6. The English take power from the kings
 - A. King John and the Magna Carta
 - 1) Barons make John sign the Magna Carta
 - 2) Some rights gained by charter

- B. Simon de Montfort and parliament
 - 1) The Witan and the Grand Council
 - 2) De Montfort's parliament
 - 3) Parliament divides into two houses (compare with Congress)
- C. English lose lands on Continent
 - 1) French lands of king
 - 2) Edward III claims French throne—other causes of war
 - 3) Story of war—Crecy, Poitiers, Agincourt, Orleans, The Black Prince, Joan of Arc
 - 4) Some results of the war
 - 5) English parliament gets power because it had to supply money for war
 - 6) English nobles get big private armies—retainers
- 7. The feudal age draws to a close
 - A. The king becomes stronger than the barons
 - B. War of Roses—nobles destroy one another
 - C. Introduction of gunpowder
 - D. The effects of the Black Death
 - E. The peasants' revolt—Wat Tyler
- IV. The relation of England to the expansion of Western Europe:
 - 1. Life in England at the close of the Crusades
 - A. Life of lord and vassal—lord loses power, vassal gives payments in money instead of military service
 - B. The common people better their condition
 - C. Towns
 - 1) Reasons for location
 - 2) Reasons for growth
 - 3) Industrial and commercial life
 - 4) Merchants and craftsmen
 - 5) Merchant and trade guilds
 - 6) Markets and fairs
 - 7) Domestic life of the people
 - a) Houses
 - b) Food
 - c) Clothing
 - 2. Western Europe becomes interested in learning
 - A. Crusades introduce new ideas
 - B. Italy becomes the teacher
 - 1) Her great cities—Florence, Venice, Genoa
 - 2) Her great men—Marco Polo, Toscanelli, Columbus
 - C. Inventions develop trade and commerce
 - 1) Compass
 - 2) Printing-press
 - 3) Gunpowder
 - 4) Astrolabe

3. Trade and commerce lead to exploration and discovery
 - A. Oriental and occidental trade routes
 - B. Articles of trade
 - C. Routes blocked by the Turks
 - D. Portugal takes part in discovery and exploration
 - 1) Prince Henry the Navigator's school
 - 2) Vasco da Gama
 - E. Spain shares in the discoveries
 - 1) Columbus
 - a) His early training
 - b) His idea
 - c) His troubles in getting support
 - d) The effect upon Europe
 - e) Magellan
 - f) Cortes
 - g) De Soto
4. England joins in the discoveries
 - A. Cabot's voyages
 - 1) His relations with the king
 - 2) Why the voyages were not followed up
- V. England revolts against the church—Reformation:
 1. The Mediaeval church—unlike the early one
 2. The Renaissance starts people thinking about the church
 3. Martin Luther leads the Reformation
 - A. His early life
 - B. His defiance of the church at the Diet of Worms
 - C. His life in the Wartburg
 - 1) Translation of the Bible
 - D. His protestants
 4. English reform under Henry VIII
 - A. Henry VIII becomes angry with the Pope
 - B. Parliament makes Henry head of the church in England
 - C. Henry abolishes monasteries
- VI. The wars over religion—England crushes Spain's sea power:
 1. The revolt of the Netherlands
 - A. Inquisition
 - B. William the Silent
 - C. Religious tolerance in Holland
 2. Persecution for religious belief
 - A. In England
 - B. Conditions on the Continent
 - 1) In Spain
 - 2) In France
 3. Effects of persecution—people leave for America

4. England vs. Spain
 - A. Causes of ill-feeling
 - 1) Spain tries to conquer Netherlands
 - 2) England interferes with Spain
 - B. Relation of America to Spain's power—treasure ships
 - C. The English sea-rovers
 - 1) Drake, Hawkins
 - D. Attempts to cripple Spain by planting American colonies—Raleigh
 - E. Growth of English power on the sea
 - 1) The Spanish Armada
 - 2) Story of the battle
 - 3) Result gives England sea power and chance to settle in America

GENERAL TEXTS FOR TEACHERS

- E. P. Cheyney, *European Background of American History*.
 Munro, *History of the Middle Ages*.
 Greene, *Short History of the Middle Ages*.
 Freeman, *Old English History*.
 Adams, *Civilization during the Middle Ages*.
 Robinson, *History of Western Europe*.
 Thatcher and Schevill, *Europe in the Middle Ages*.
 Traill, *Social England*.
 E. P. Cheyney, *Readings in English History*.
 E. P. Cheyney, *Industrial and Social History of England*.

I

- Traill, *Social England*.
 Colby, *Selections from the Sources*.
 Kendall, *Source Book of English History*.
 Tacitus, *Agricola*.
 Caesar, *Commentaries*, Books iv and v.
 Wright, *The Celt, the Roman and the Saxon*.
 E. L. Cutts, *The Villa of Claudius*.
 A. J. Church, *Count of the Saxon Shore*.
 Tennyson, *Boödicæa*.
 Kipling, *Puck of Pook's Hill*.

II

- Tacitus, *Germania*.
 F. M. Fling, *The Teutonic Barbarians*.
 Emerton, *Introduction to the Study of the Middle Ages*.
 Eva March Tappan, *Old World Hero Stories*.
 C. E. Merrill Co., *English History Stories*.
 Little, Brown & Co., *Stories from British History*.

- Howard Pyle, *King Arthur and His Knights*.
 Bulwer-Lytton, *Harold, the Last of the Saxon Kings*.
 Freeman, *William the Conqueror* ("Twelve English Statesmen")
 Sir Walter Besant, *Alfred the Great*.
 Tuell and Hatch, *Readings in English History*.
 Jane Andrews, *Stories of Wulf, the Saxon (Ten Boys)*.
 A. J. Church, *Stories from English History*.
 Haaren and Poland, *Famous Men of the Middle Ages*.
 M. W. Mabie, *Norse Stories*.
 K. L. Bates, *Sigurd the Volsung*. (Adapted from Wm. Morris).
 M. Gregor, *Stories of Vikings*.
 Jusseraud, *English Wayfaring Life*.
 Tappan, *In the Days of Alfred the Great*.

III

- E. M. Tappan, *When Knights Were Bold*.
 A. G. Terry, *Lord and Vassal* ("History Stories of Other Lands Series")
 Howard Pyle, *Men of Iron*.
 Jane Andrews, *Gilbert the Page*.
 Scott, *The Talisman*.
 Scott, *Ivanhoe*.
 Scott, *Marmion*.
 E. P. Cheyney, *Readings in English History*.
 E. P. Cheyney, *A Short History of England*.
 Clive Day, *A History of Commerce*.
 George B. Adams, *Civilization of Middle Ages*.
 J. H. Robinson, *History of Western Europe*.
 Howard Pyle, *The Merry Adventures of Robin Hood*.
 Archer and Kingsford, *The Crusades*.
 Church, *The Crusaders*.
 Harding, *The Story of the Middle Ages*.
 Jessopp, *The Coming of the Friars*.
 Brooks, *Historic Boys*.
 Lang, *The Story of Joan of Arc*.

IV

- Higginson, *Book of American Explorers*.
 W. H. Johnson, *The World's Discoverers*.
 Symonds, *A Short History of the Renaissance in Italy*.
 Gibbons, *History of Commerce in Europe*.
 Seebohn, *Era of the Protestant Revolution*.
 Charles Kingsley, *Westward Ho*.
 Sarah Bolton, *Famous Voyagers*.

Beazley, *Prince Henry the Navigator*.
 Butterworth, *The Story of Magellan*.
 Dodge, *The Land of Pluck*.
 Frothingham, *Sea Fighters*.
 Tennyson, *The Revenge*.
 Macaulay, *The Armada*.
 Haaren and Poland, *Famous Men of Modern Times*.
 Clive Day, *History of Commerce*.
 Lodge, *Close of the Middle Ages*.
 Fiske, *The Discovery of America*.

Pictures and charts.—The following printed in color in heavy paper (30×36 inches) are used extensively:

A German Farmyard before the Migration, N. J. Nystrom & Co., Chicago.
 Augustine Preaching before the Druids, N. J. Nystrom & Co., Chicago.
 A Danish Raid, N. J. Nystrom & Co., Chicago.
 The Arrival of Julius Caesar, F. Haufataengl, London, England.
 Hadrian Building the Wall, F. Haufataengl, London, England.
 Caractacus before Claudius, E. J. Arnold & Sons, Leeds, England.
 Roman Soldiers, F. Koehler, Leipzig, Germany.
 A Roman Camp, F. Koehler, Leipzig, Germany.
 Costumes of Romans, F. Koehler, Leipzig, Germany.
 A Baron's Castle, N. J. Nystrom & Co., Chicago.
 The Hall of the Castle, N. J. Nystrom & Co., Chicago.
 A Court of Justice in the Time of Charlemagne, N. J. Nystrom & Co., Chicago.
 A Siege in the Fourteenth Century, N. J. Nystrom & Co., Chicago.
 A Town Scene, N. J. Nystrom and Co., Chicago.
 In the Courtyard of a Monastery, N. J. Nystrom & Co., Chicago.
 A Religious Procession, N. J. Nystrom & Co., Chicago.
 Mediaeval Manuscripts, N. J. Nystrom & Co., Chicago.
 A Tournament in the Time of Richard I, N. J. Nystrom & Co., Chicago.
 Richard Coeur de Lion's Sight of Jerusalem, Longmans, Greene, & Co.
 Henry V at Agincourt, Longmans, Greene, & Co.
 King John Signing the Great Charter, Longmans, Greene, & Co.
 The Defeat of the Armada, Longmans, Greene, & Co.

Reprints from famous paintings are used for specific topics. These include

The Abbey Series of the Holy Grail
 Sir Galahad, Watts.
 The First Prince of Wales, John H. F. Bacon.

William II Building the Tower of London, G. G. Anderson.

The Vigil, John Pettie.

Morning of the Battle of Agincourt, Sir John Gilbert.

Relief of Orleans by Joan of Arc, Lenepven.

Text Books.—*Our Ancestors in Europe* by Jennie Hall, published by Silver, Burdett & Co., is the text purchased by the pupils of the grade. The following are used as supplementary readers:

Harding, *Story of the Middle Ages*.

Guerber, *Stories of the English*.

Terry, *The Beginnings*.

Terry, *Lord and Vassal*.

Terry, *The New Liberty*.

Atkinson, *Introduction to American History*.

Tappan, *When Knights Were Bold*.

Andrews, *Ten Boys*.

Time.—Five thirty-minute periods a week are given to history in this grade. Two or more of these periods may be used each week for study recitations. One home-study period of forty-five minutes is required once a week.

Standards of attainment.—

1. A knowledge of the story of the invasions, the crusades, and the early discoveries and explorations.
2. A familiarity with the names and notable deeds of the great leaders of the Middle Ages.
3. An impression of the intimate relation between the history of America and that of Europe.
4. An interest in following out the gradual unfolding of events.
5. A habit of noting change and pointing out differences and similarities in past and present conditions.
6. An ability to use maps, pictures, charts, drawings, etc., as a means of thinking out the conditions or problems of the people studied.
7. A growth in ability to read silently and rapidly for the main point of a paragraph or other selection.
8. An increase in power to select and group ideas about a topic or problem.
9. A greater spontaneity and accuracy in oral and written expression.

10. A desire for further reading of stories, biographies, and histories.

11. A facility in using the table of contents and the index in finding the information desired.

GRADES VI AND VII

The fourth- and fifth-grade courses in Greek, Roman, and English history furnish a background for the study of American history in the sixth and seventh grades. In acquiring this background, the pupil has followed the evolution of the democratic institutions of freedom-loving and sturdy peoples, he has seen the growth of commerce and exploration which led to the discovery of America, and he has gained an appreciation of our rich heritage of European knowledge, habits, and customs.

The approach to the subject-matter of this course is to a large extent through the study of problems. These problems are simple enough for the children to understand, appreciate, and solve. The subject-matter is information that a child obtains as an answer to a problem. This relegates the memorizing of facts to a subordinate place and makes necessary an understanding of the application of facts. The multiplicity and confusion of historical details are also lessened.

In the sixth grade, Colonial life in Massachusetts and Virginia forms the principal study. These two colonies are selected because of their divergent developments. A study is also made of the industrial and commercial conditions in the colonies preceding the Revolutionary War. This brings in the economic phases and is followed by a study of the political acts which were the immediate cause of the war. This historical perspective is necessary in order that this type of information about the heroic which the child has gained through the reading of juvenile fiction may have its correct historical setting.

The great theme of the history of the seventh grade is the migration of the people across the continent from the narrow Atlantic coastal plain to the Pacific Coast. To understand the causes which led to the westward expansion, an acquaintance with the experience of frontier life is necessary.

The first part of the work deals with life on the frontier through a study of three men: Daniel Boone, the father of the Wilderness Road; James Robertson, the founder of Tennessee; and George Rogers Clark, who won the Northwest Territory for the United States.

The second part is devoted to the development of the Northwest Territory with the problems of its settlement, Indian relations, trade, and transportation.

The third part is a study of the expansion westward from the Mississippi River. Here the main purpose is to show the struggle of the North and the South for the possession of the West, and the events which led to the Civil War. The last major topic is the crossing of the Rocky Mountain barrier and the settlement of the Pacific Coast.

Through these studies the child gains enough experience to be able to summarize important developments in our history. He is led to the consideration of two of them especially—transportation and immigration. The course ends with a study of these two topics in their present relations.

Aims.—One of the chief aims in teaching American history in the sixth and seventh grades is to awaken the pupils' interest in their environment and to make them more conscious of the forces which have made it. A study of the results of these forces as they have operated in the past sheds light on some of our industrial, social, and governmental problems of today. It is important that the pupils come to an early realization that the present is a part of the current of events which has flowed long in the past and will flow long in the future. The present is the resultant of many forces active in the past as well as now. Unless the pupil gets the idea early that history is a series of adjustments, and is alive and dynamic and going on now, he fails to get the significance of the stages in the expansion of our country from a few colonies on the Atlantic Coast to a mighty nation.

This dynamic element is brought into the study by the child's being led to see the big, simple problems of our development as those of a people conquering a continent. In considering these problems, the aim is to teach the child to reason and form judg-

ments. He must feel himself in sympathetic touch with the situation. This means that he lives over again intellectually the struggles of the people of this country which have led to great accomplishments. Initiative thinking on the part of the child often comes as a result.

Another important aim in this study of American history is the awakening of personal and civic ideals. Much of this is the result of the interest which is aroused by the study of American heroes, men who have been able to control crises in the development of this government, or those who have added to the world's development in some way. The lives of such men as Benjamin Franklin, George Washington, Abraham Lincoln, Daniel Boone, John Frémont, Thomas Jefferson, Robert Fulton, and Henry Clay always interest children and carry their messages of thoughtful, constructive work and the kind of character that made such work possible. In addition to this aim of arousing moral enthusiasm is that of centering a movement around an individual, thus giving it a personal, humanizing touch.

A more general aim, which is present in history as well as in other subjects, is the ability to use books. A child not only becomes familiar with one book, but in getting material on a topic he consults a number of references. In this way he is trained in finding information, rejecting facts that are not pertinent to his subject, and taking those that are. This requires organization of material, since no two books are likely to present a subject in just the same way. He has to take into consideration different points of view which make him consider the subject in a much broader way. Powers of discrimination are thus brought into play.

In presenting a report on a topic before the class, or before the school assembly, the aim is that the child feel his responsibility toward the other children. He must do his work well so that the other children may understand it. This brings a strong social motive into his study, and it trains him in making logical statements in a clear, concise style.

In summarizing, the aims which guide the teaching of American history are:

1. To enrich the child's experience by focusing his attention upon his immediate environment and upon the civic questions of the day.
2. To increase the powers of reasoning, judgment, and discrimination.
3. To develop personal and civic ideals.
4. To promote ability to use books and present oral and written reports.

DISCRIPTIVE ACCOUNT OF THE COURSE, AND METHODS OF PROCEDURE

In general the history course for the sixth and seventh grades is the study of a relatively small number of topics which are simple enough for children of this age to understand in their bearing upon present-day questions and which offer opportunity for the children to investigate and discuss related historical facts. In the following explanation of method an attempt is made to show (1) how subject-matter is treated in general; (2) how books are used; (3) how pictures, charts, diagrams, and graphs are used; (4) some types of written work; (5) how a topic study is made and the kind of report which follows; and (6) the significance of much of the subject-matter for civics.

Virginia.—Colonial history is introduced by the study of Virginia. The first question to arise is why the first English settlers came to America. The approach to this topic is made by asking the class to consider reasons why people come to America today or why people seek new homes anywhere. It is brought out by class discussion that certain conditions, such as over-population, poor working conditions, political discontent, and religious persecution cause people to migrate from the mother-country. The study is then directed toward finding what conditions in England during the seventeenth century were back of the immigration to this country. The class is referred to several books and is asked to make a list of all the reasons that it can find. Oral recitation and discussion follow.

What the immigrants found in America is the next step, and Virginia becomes the center of attention. From a study of atlases and geographies in class, the geographic conditions in Virginia are

worked out. This is principally a map study supplemented by reading. The study involves the position of Virginia, the protected waters of Chesapeake Bay, the broad navigable rivers with the tongues of land between them, the extensive swamps along the coast and the river courses, the coastal plain with its fertile soil, the higher piedmont plateau, rougher in surface and less accessible because of the falls and rapids in the rivers, the mountains which formed an impenetrable barrier for nearly two centuries, and the climate. The children make lists of these factors as they arise in the study.

The next exercise is the organization in class of this material for oral and written composition.

Other problems which are discussed and studied are what the first settlers in Virginia had to do, and why their first settlements were not successful. At this point the class is told that in spite of the failures of the first few years, Virginia later became a successful and important colony, and the children begin at once to find the reasons. Often a statement of contrast like this arouses the interest of the class and stimulates activity in working on the problem. To find the reasons, the class is referred to certain books which the teacher has brought from the library. The textbook itself is used as a reference book, as well as a means of getting an orderly, balanced story of events.

An important factor in the growth of the Virginia colony is the rapid increase in the culture of tobacco. The phase to be stressed is the effect on the people growing it. The following treatment shows the direction of thought. If there was a great demand for Virginia tobacco, what would the farmers raise? Tobacco raising exhausts a fertile soil in from three to seven years; what would be the result? If it were necessary to use a new field every few years, how large a plantation would a grower need? Where would the plantations be located? If the plantation were on the banks of a deep river, what advantage would the grower have? If these plantations were large and had private wharves from which to ship, would the people need cities? Why not? Would roads be made? Why not? What other things would the Virginians not have which we have today because we live in a city? The answer is, of

course, that public schools, churches, and community gatherings would be few. If the plantation was large could one man do all the work? Where was the planter to get his laborers? Here again the class is turned to books to find the answer, as its experience is not sufficient to answer such a question without the aid of a book. The indentured servant is discussed and also the reason why slavery prospered in the South, and finally why it took the place of the indenture system.

The class is now ready to study life on the plantation. It is interested in the Virginians, and especially in their manner of living. Such topics as these are subjects for investigation: how the children were educated, the pleasures and pastimes of the people, the manor-house, the other buildings on a plantation, what kinds of work the people did, the dress of the time, and the home life. Books and pictures are put out to be used in preparing reports from which the other children will learn. Time is given for consultation with the teacher, and outlines are made to guide them in their preparation. They select material from the museum or pictures from the library to show, or make original illustrations or diagrams. In giving the report each child becomes a teacher and must, to the best of his ability, be able to answer questions on his topic which the other children have the privilege of asking.

Massachusetts.—In studying New England, the Massachusetts Bay colony and the Virginia colony are compared and contrasted. The main questions and topics in connection with the study of the development of New England are why the Pilgrims and Puritans came to this country, in what ways the geographical conditions of the region caused the settlers to live differently from the people of Virginia, how the various customs became formed, what industries became established and why. In general the procedure is first to have the children discuss these questions by recalling information, stating their ideas in an informal way, and raising questions. After such discussions the class is ready for book study. It has certain definite questions and it wants definite information.

The industries are stressed particularly to bring out the development which proceeds from a variety of occupations as contrasted with the development of the South which was based on the extensive

growing of a few staples. Reports of the principal industries of New England, farming, fishing, fur trading, ship building, and the household industries of spinning and weaving are prepared, two children working on one industry. After class discussion it is decided that the three important guides in this preparation should be (1) why that particular industry grew up in that region, (2) how it was carried on, and (3) the importance of it.

After the topics have been given and the questions answered, the class decides what effects these industries would have upon the people and the country. These are brought out by questions which lead the child to logical conclusions. For example, ship building would tend to develop a seafaring people who in turn would become commercial; fur trading would lead men into the interior farther and farther, thus opening up the more remote regions.

Comparisons are also made with present conditions. In comparing the household industries, two lists are written on the black-board, one of the household occupations of today and the other of those of the Colonial times. As the two are considered, the occupations which have disappeared from the home are struck out and opposite them are written the places where we find them today.

The Revolutionary War is studied principally from the causal side. The class works out the trade of the colonies as it would normally have developed. Reading is done by the class, and also by the teacher to the class, to learn how the colonial policy of Great Britain interfered with normal development. The results of this policy, good and bad, are noted. Questions asked by the children are taken up and discussed, until finally the class is able to summarize the trade and commerce conditions and to see how these conditions influenced the colonies against the mother-country.

Meanwhile, the class has been reading Scudder's *Life of George Washington*, as Washington lived during this period and was the representative American of the time. This biographical study is centered around three main points: (1) how the early training and characteristics of Washington helped to fit him for the leadership of the nation, (2) Washington's attitude toward the Colonial acts passed by Great Britain, and (3) the problems he was called upon

to solve as commander-in-chief of the American army and later as president of the United States. This concludes the sixth-grade history course.

GRADE VII

Western expansion.—In the seventh grade the work of tracing the westward migration with the consequent development of the different sections is begun. The first problem is why the Appalachian Mountains were a barrier to westward expansion. Pictures and maps are selected to show the characteristics of these mountains and are used in the projecting lantern so that the class as a whole can view them. The characteristics, such as the long parallel ridges and valleys, the water gaps, and the length and width are noted. A study is made of the mountains from Brigham and McFarlane's *Essentials of Geography* and Longmans' *Atlas*. From the information thus gained, the class is ready to solve the problem of why this range was a barrier.

The first frontier movement across the mountains is studied through the life of Daniel Boone. In the story of his life the difficulties of pioneer life, the manner of living, the occupations, the establishing of government in these frontier communities, and the characteristics of the backwoodsman are brought out. The Transylvania colony is studied to see the part it played in the settlement of Kentucky and why it failed. The class finally summarizes the work of Daniel Boone and its value.

After studying the conquest of the Northwest Territory by George Rogers Clark, and the settlement of the question of ownership, the class decides that since the federal government owned this section, it had certain responsibilities in connection with it. Its duty was to protect the settlers and make certain laws for them. There follows a study of what the government did for the Northwest Territory and how its development differed from that of Kentucky. This brings out clearly the thought that the government has an intimate connection with its people.

In studying the settlement of Ohio the class makes out questions, or topics, to serve as a guide. These are the ones which are generally formulated: why the settlers went to Ohio, the kind of people they were, how they went, where they settled and why certain sites

were chosen, what they did, their troubles with the Indians, and the success of the settlements.

The next step is to solve the problem of how the frontier people were to get their products to a market. The New Orleans gateway is seen to be the natural outlet. But Spain owned New Orleans, and what could the United States do? After discussing this, the class turns to reference books to find the desired information. The question still remains of how the East and the West were to be connected. That the problem of the people becomes the problem of the nation is shown in the building of the Cumberland National Road. Other steps in the solution of this problem come through the rivalry which existed among the eastern cities for this western trade. As a result, the Erie and the Pennsylvania canals and the Baltimore & Ohio Railroad were built. The problem of transportation is a very interesting one to the children and much original thinking, individual reading, and illustrative work can be based on it.

The Civil War.—The slavery question is taken up in a series of steps which show its relation to westward expansion: first, the effect of the improved spinning and weaving machinery on cotton growing; second, the relation of cotton growing to slavery; third, the results of the westward expansion of slavery. The main problems which the class considers are why slave labor was considered profitable in the South and what has proved it not to be, and why the North and South struggled for possession of the West.

The westward expansion into Missouri is traced on maps to show that Missouri is the focus of the rivers flowing west and east into the Mississippi River. Why was the question of admitting Missouri into the Union such a serious one? Could the North and South have agreed on a natural line to divide southern territory from northern in the Louisiana Territory? Why not? Was there any other way of dividing this section to satisfy the North and the South? These are questions which direct the thought of the class.

The Compromise of 1850 is studied in a similar manner. From here on the class studies the events leading to the secession movement to see how the North and the South became farther and farther apart in their views until bitter personal hatred was aroused.

Biography is of great value in history. It illuminates movements and periods as no other literature or form of history can. This is particularly true of the life of Lincoln which is of great interest to children. Beginning with the Kansas-Nebraska bill, the Civil War is studied largely through Lincoln's life. The qualities of Lincoln endear him to the children from the start. His humor especially makes him a very lifelike character to them. The first part of the biography shows how the Lincoln family joined in the great westward movement. The harsh, forbidding side of frontier life becomes evident when the children see the struggle of this family against great odds. The other phase of the westward movement, slavery, is also shown by its influence on Lincoln's family. There was no place for the poor, uneducated white in the slave state, therefore another migration took place to the free territory of Indiana. From here on the study is directed to find out the influences that molded Lincoln's opinions, especially his ideas about slavery, his views on the great political questions of that day, and finally his handling of the difficult problems during the Civil War. Most of the reading is done with these problems in mind. The child gets the two aspects of biographical study—the political and the personal.

Instead of studying the battles and campaigns of the War, the geographical factors become the important topic. This is too difficult a topic for children to understand from an independent study. The class work has to be guided very carefully by the teacher. From maps which show relief and drainage, each geographical factor is considered to see how it could be used by both the North and the South and what the accompanying problem was. In this way the Appalachian Mountains, the rivers in Virginia, Chesapeake Bay, the long extent of coast line, the Mississippi, the Tennessee, and the Cumberland rivers, and the important cities are taken up one by one. From this directed class study the idea is very clearly gained that geography played a large part in the war. The last step which the class sums up is the results and the problems left by the Civil War.

The reconstruction period is not taken up in detail, but the story of the westward expansion is continued. It was a great wave

that did away with the frontier in our country. The study is directed by two problems: how the Great West was opened up, and what was needed for its settlement. The first problem is solved by the study of the fur trade, the path-breakers and path-makers, and the miners; the second problem by the transcontinental railroad and immigration.

Immigration and transportation.—These two factors are the basis of our continental development. Without transportation the sections of this country could not have been welded together, and without immigration the great areas could not have come under development.

These two factors have been brought in many times before this final study. Throughout the entire course they have come in as problems or elements of problems, as, for example, the need for connection by means of improved transportation between the East and the West from 1800 to 1850; the reasons for the immigrants' going to the northern section before the Civil War; how the growth of population in the North affected the power of that section in comparison with the static power in the South.

The background has been prepared in this way so that the change of viewpoint which is made at this time may be natural and easy for the child. This new viewpoint is more of a civic one than a historical one; history becomes incidental to the problems of transportation and immigration of today. The reason for this change is that the child should be led through history to an appreciation of present situations.

Besides the problems of early railroad development worked out by the history class, the geography studies in the seventh grade add another aspect of railroad building—that the route of a railroad is determined by physiographic considerations. They also reinforce the idea that a railroad exists to transport people and products, and so is in one sense a public institution.

To see how the good transporting facilities of this country have been developed, stories of the building of the great transcontinental railroads are read. The class notes the effects of the railroads on the various sections. A short biography of Louis J. Hill is also

read, bringing in the personal element that made the building of one of these great railroads possible.

One of the principal thoughts to be brought out in discussion is that the government gave great assistance in many ways to the private companies that built the roads. The question, *Why was this right?* brings out, through discussion, the point that the railroad, while owned by private interests, is really a public utility, and therefore the government should aid it. If the railroad is a public utility, should private interests control it absolutely? brings out the decision that the government should have some part in the control.

In studying immigration the first topic is the different nationalities and races which have come to America. A study of charts raises several interesting questions: What caused the emigration from Northern Europe before the last part of the preceding century and why has it been decreasing ever since? Why is the United States getting people from Southern Europe in such numbers now? These questions are investigated. Reports are given before the class, and other questions are raised. Which is the better immigrant, the Northern European or the Southern European? This question is a debatable one, and much interest is aroused by having a debate on it. The library is used in getting material. Each side organizes its points with the teacher's help. Members of other classes or other teachers are elected as judges. A chairman is selected from the group, and the school assembly provides the audience. The summary made from the exercise is of the qualities and characteristics of these two classes of immigrants.

The next study is on the distribution of immigrants. A map is made to show regions which have a large number of one nationality or which have a large percentage of immigrants. This leads of course to the reasons for immigrants' having settled there. It gives an index to the occupations into which these people go.

A similar exercise is on the immigrant in Chicago. The percentage of foreign population has been looked up, and the problem which is set before the class is why Chicago has a larger proportion of foreign population than Philadelphia or Baltimore. Thus the occupations of the different nationalities in Chicago are brought out.

The last topic is how the immigrant becomes an American. This means, not only the steps of naturalization, but the education of the immigrant, and the raising of his standards of living.

How books are used.—In the preceding explanation of the development of subject-matter, it has been indicated that books are used to verify a conclusion, to find an answer to a question, or to collect material for a report. The pupils themselves may read the books, or the teacher may read to the class. Difficult books, containing important material, may be used if the teacher reads clearly, substitutes easy words for more difficult ones, and adds a “dash of explanation.”

There are three ways of book study. The first is the analytical, in which the pupil analyzes the subject-matter and relates the steps to one another. Training in this type is given by class reading and oral analysis of material. Later the child is able to do this more independently. Examples of topics which are studied in this way are the Colonial acts passed by Great Britain, the platforms of the political parties in 1860, and the organization of Congress. The second type of study is reading to get the story or general idea; this method is used in such topics as Clark's conquest of the Old Northwest, or the Pony Express. The third type, which is closely related to both the first and the second, is reading for the purpose of taking notes or outlining. The child is encouraged to read the reference over once to gain a general idea, and then to read it again to select important points.

The kinds of books used are textbooks, supplementary readers containing source material, narratives, expositions, descriptions and biographies, and also books of a more mature type which may be read by the teacher, or from which easier selections may be taken.

[To be continued]